

POSITION DESCRIPTION



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| General Information: | |
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| Position Title: | Programs Coordinator, <i>Learning for Life</i> |
| Incumbent: | |
| Function & Team/Program: | State and Territory Operations |
| Location(s): | |
| Manager's Position Title: | Team Leader, <i>Learning for Life</i> |
| Manager's Name: | |
| Date Prepared: | Reviewed September 2017 |
| Prepared By: | Tania Kihl |
| Approved By: | Leonie Green, Head of State and Territory Operations |

| Primary Purpose of this Position <i>(In one sentence - why does the role exist?)</i> |
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| <p>To coordinate the delivery of the <i>Learning for Life</i> suite of programs, including the building and maintenance of key school partnerships. Our focus is to achieve stronger educational outcomes for students who participate in our programs and to contribute to stronger school attendance and Year 12 attainment as a result.</p> <p>With a reasonable administrative component, this role is focussed on the planning and implementation of programs within a defined geography.</p> |

| Scope: As required | |
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| Direct Reports to this Position <small>By Position Title</small> | Indirect Reports <small>Total Number</small> |
| | Volunteers (program and administration volunteers) |
| Financial Dimensions controlled by this Position <i>(Include key financial metrics such as revenue growth, income & expense budget, etc)</i> | |
| Direct control | Indirect control |
| <p>e.g. Revenue, Operating expenditure, Capital expenditure, etc</p> <ul style="list-style-type: none"> Grant funding to support local program delivery (where applicable) | <ul style="list-style-type: none"> Expense budget |
| Other Dimensions of this Position | |
| <p>e.g. Number of programs, site responsibility, geographic spread of team</p> <ul style="list-style-type: none"> The position will develop and maintain purposeful relationships with partner schools and other community organisations to support the delivery of a core suite of programs. The position will work closely with the local Family Partnership Coordinator to provide scholarship students with appropriate and relevant learning opportunities through The Smith Family programs to support their educational goals. The position will also work closely with Program Specialists to support implementation of core programs (eg iTrack and s2s) | |

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| <ul style="list-style-type: none"> At times, this position will provide support to other team members in the maintenance and/or delivery of our suite of education-focussed programs. As a learning organisation, we would expect the successful candidate to participate in our reflective practice and continuous improvement approach. | |
| Setting Priorities (<i>how is work prioritised</i>) | |
| How often does employee prioritise their own work? Eg. Daily, weekly, monthly, annually, other | Daily, Weekly, Monthly |
| How often does employee determine the priorities of others? Eg. Daily, weekly, monthly, annually, other | Daily, Weekly |

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| Key Relationships (<i>Who does the role interact with? List the titles of individuals, departments and organisations frequently interacts with</i>) | |
| Internal | <i>Learning for Life</i> Team (both immediate team members and those in other locations) Volunteering team <ul style="list-style-type: none"> Policy and Programs Team Communications Team for media purposes Business Information Services (BIS) Team Corporate Services |
| External | <ul style="list-style-type: none"> <i>Learning for Life</i> Families Schools and other educational providers Community agencies VIEW Club Committee and members Corporate partners External providers / contractors Local media (guided by Communications team) |

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| Key Decision Making in this Role: (<i>What are the key decisions and recommendations made in this role?</i>) | |
| Decisions Expected <ul style="list-style-type: none"> Program participant recruitment and ongoing management Seek key contacts in identified schools Advocacy and referral to partner (local) agencies Volunteer selection (office admin roles) | |
| Recommendations Expected <ul style="list-style-type: none"> Local program selection and participation Program participation of families Partner Schools | |

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| Key Responsibilities / Accountabilities: | |
| Major Area: Program Implementation | % of Job: 60% |
| Identify the needs of schools and community to determine program fit. | |
| Facilitate the delivery and administration of appropriate programs from the <i>Learning for Life</i> Suite in partner schools and the local community. | |
| Maintain program participation numbers to agreed targets. This includes an increased engagement of <i>Learning for Life</i> scholarship students in programs | |
| Maintain program fidelity throughout the course of implementation | |
| Ensure that data is accurately entered into database in a timely manner | |
| Participate in relevant program and process improvement teams, as required | |

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| Major Area: School and Community relationship management | % of Job: 20% |
| Develop a good understanding of the demographics and social data relating to the local community | |
| Develop and maintain strong working relationships with partner schools and relevant community agencies | |
| Promote and position The Smith Family and inform the community about organisational activities through the media and other relevant forums. | |
| Major Area: Volunteer management | % of Job: 10% |
| Support of volunteers engaged in program delivery | |
| Support of volunteers engaged in administration activities | |
| Recruit, induct and train volunteers | |
| Major Area: Support for broader Smith Family Program implementation | % of Job: 10% |
| Work closely with the Family Partnership Coordinator to identify potential <i>Learning for Life</i> scholarship participants to engage in local programs | |
| Refer potential <i>Learning for Life</i> scholarship students from program participant pool to Family Partnership Coordinator | |
| Support other Programs Coordinators in planning and delivery (as required) | |

| Key Challenges in Achieving Goal(s): <i>(What are the key challenges faced by this role in meeting goals/objectives)</i> |
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| <ul style="list-style-type: none"> • Maintaining school partnerships within an environment of competing priorities for both parties • Increasing program participation of <i>Learning for Life</i> scholarship students • Increasing student retention on programs • Ensuring program quality and fidelity are at the core of implementation activities • Working as a member of a geographically dispersed team • Supervision and retention of casual staff and volunteers (where applicable) |

| Qualifications, Experience and Competencies: <i>(What background, knowledge, experience or competencies are required to perform the role at the expected level?)</i> | | |
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| Education / Qualifications / Memberships: | Essential | Desirable |
| | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Relevant tertiary qualifications or equivalent experience |
| Experience: | Essential | Desirable |
| | <ul style="list-style-type: none"> • Demonstrated experience in planning and coordinating programs / projects • Proven experience in establishing and maintaining relevant partnerships • Demonstrated experience in administration | <ul style="list-style-type: none"> • Understanding of the education sector • Demonstrated experience in working with disadvantaged / marginalised groups and communities • Experience in supervising volunteers • Local networks both in educational and community settings. |
| Competencies: | Essential | Desirable |
| | <ul style="list-style-type: none"> • High level interpersonal skills • Effective communication skills • Demonstrated experience in presenting and facilitating | <ul style="list-style-type: none"> • Prior exposure to event planning • Knowledge and understanding of program planning |

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| | <ul style="list-style-type: none"> • Excellent organisational administrative skills (including computer literacy, data and time management) • Demonstrated capability to manage and plan own work to achieve identified goals within time constraints • Flexibility to respond to competing demands • Good negotiation skills • Holds a current driver's licence | |
| Selection Criteria | <ul style="list-style-type: none"> • Proven experience in establishing and maintaining relevant partnerships • Demonstrated capability to manage and plan own work to achieve identified goals within time constraints • Strong team player | |